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ABSTRACT

Descriptions of high school foreign language courses offered in Montgomery County, Maryland, are presented. Minimum attainments expected of students at the end of each course are set forth. The descriptions are level- rather than language-specific, and apply to all of the languages offered. The course listing is preceded by an overall rationale for curriculum design in Montgomery County, by a statement of general goals of education, and by a statement of purpose for foreign language education. (JB)

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ED195159

PROGRAM OF STUDIES

FOREIGN LANGUAGES, MODERN AND CLASSICAL, GRADES 9-12

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Department of Instructional Planning and Development
Montgomery County Public Schools
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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/ guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVEKNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

FOREIGN LANGUAGES, MODERN AND CLASSICAL, GRADES 9-12

POINT OF VIEW

Modern society is becoming increasingly interdependent as improved forms of communication and transportation bring people closer together. Consequently, there is a growing national need for effective communication with other peoples. Modern foreign language instruction, therefore, emphasizes from the beginning the development of the language skills: listening, speaking, reading, and writing. Concurrent with the acquisition of these language skills, the student, through the experience of a new medium of communication, acquires knowledge and understanding of another culture.

The goals of modern foreign language study are to help students to:

Understand and speak the language in daily living situations

Write acceptably those things which have been first mastered orally

Read without conscious translation

Increase knowledge and understanding of other peoples and cultures

The goals of classical language (Latin) study are to help students to:

Understand those elements in English which have been affected by Latin

Increase appreciation of the origins of Western culture by focusing attention on its foundations in Roman civilization

Read and understand Latin of moderate difficulty

Learn the techniques and art of translation

GENERAL INFORMATION

Instruction in modern foreign languages stresses from the beginning the development of the listening and speaking skills. With training of the ear as the first step, grammar is taught through the mastery of speech patterns which are analyzed and drilled. Thus the overall objectives in modern foreign language instruction are (1) to establish in the mind of each student a system of related patterns — both sounded and graphically represented — which make up a system of language habits peculiar to the new language; and (2) to enable students to use and understand the language without constant reference to English.

Once a modern foreign language has been elected, it should be pursued without interruption and in a sufficiently long sequence to motivate students to continue working toward mastery. As skill in communicating improves, the students are able to increase their insights into the culture and thoughts of other peoples.

As is the case for modern foreign languages, the study of Latin begins with pronunciation practice and aural-oral exercises through reading aloud selections from pertinent literature. This listening-speaking experience also serves for the observation and discussion of the grammatical aspect of the language, which is reinforced through writing exercises. The ultimate goals of Latin study are the capacity to read in the original, with understanding and appreciation, the literature of the Roman empire and through

supplementary readings to acquire a knowledge of Rome's contributions to our modern world. To students who manifest an interest and ability in foreign languages, the study of the Latin language and culture brings deep appreciations and understandings. In the Latin class, the student learns much concerning the linguistic and cultural heritage of the western world — about the foundations of much of the English language and about the origins of many modern political, aesthetic, and intellectual attitudes.

The study of any foreign language, modern or classical, helps students to develop certain basic skills identified with communication, the individual, and society. These skills, as stated in the MCPS Goals of Education,* are: "the ability to read and comprehend written material . . ." and ". . . to write with precision [and] clarity. . . ."

Listening and speaking practice in modern language courses will help students develop "the ability to listen attentively and with understanding and to speak with confidence and effectiveness. . . ." Also, the numerous cultural aspects inherent in second language study will help each student to gain "knowledge of self and the characteristics, needs, and desires shared with others," "sensitivity to others and their ideas," and "familiarity with . . . cultural heritages of . . . other societies."

In order to provide the benefits of foreign language study for the largest number of students possible, new patterns of class organization and flexible groupings are being implemented as schedules in schools permit. Teachers of foreign languages have access to different types of equipment, especially recorders and projectors, which enhance both the teaching and learning.

Meanwhile, through the use of various supplementary materials, both print and nonprint, increased attention is given at all levels of instruction to the cultural aspects of foreign language learning, especially to the daily life of the people whose language the student is experiencing.

All courses in the foreign languages are electives. Students may initiate the study of a foreign language in the middle and junior high schools. Some language sequences continue through Grade 12. The complete sequential programs, all course titles, codes, descriptions, and objectives are stated elesewhere in this section of the *Program of Studies.*

A special course, Orientation to (Modern Foreign) Language and Culture, is offered in the middle, junior, and senior high schools. An Introduction to Latin is offered in Grades 7 and 8. In schools where enrollments warrant the offering of Spanish for Native Speakers of Spanish, this course is available in Grades 7 through 12. It is also open to non-native speakers of Spanish proficient in the language by reason of residence in a Spanish-speaking environment.

Generally when students begin the study of a foreign language in Grade 7 or 8, the objectives of Level I are achieved in two years, Grades 7-8 or Grades 8-9. This is followed by Level II at Grade 9 or 10. However, to accommodate ability grouping, Level I may be completed in one year, Grade 7 or 8; and Level II, in Grade 8 or 9.

Beginning in Grade 9, one credit toward graduation is granted for each year of foreign language study. At advanced levels, the foreign language may serve as the medium of instruction in specific courses such as world history or the theatre in France.

In one MCPS elementary school, the curriculum is taught in French. The program label is "French Immersion." Parents of prospective pupils consult with the school administrator and teacher staff prior to enrollment, which is open to pupils in Grades 1-6.

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*Adopted by the Board of Education of Montgomery County, Maryland, on February 12, 1973

In those elementary schools in which the PTSA, with the cooperation of the Board of Education, sponsors an out-of-school foreign language program (FLES), the most commonly taught languages are French and Spanish. Pupils learn orally simple dialogues containing idiomatic expressions and vocabulary necessary for communicating in everyday situations. The materials of instruction are appropriate to the age level of the elementary school pupil. Games and songs are taught in the foreign languages in order to develop comprehension and to provide oral practice. Simple narratives are read. Structures which have been mastered orally serve for writing practice.

DESCRIPTION OF PROGRAM

List of Modern Foreign Language Courses

Orientation to Language and Culture, Grades 7-8

Orientation to Language and Culture, Grades 9-12

Chinese I
Chinese II
Chinese III
Chinese IV

French I
French II
French III
French IV
French V
French VI

German I
German II
German III
German IV
German V
German VI

Hebrew I
Hebrew II
Hebrew III
Hebrew IV

Italian I
Italian II
Italian III
Italian IV

Japanese I
Japanese II
Japanese III
Japanese IV

Russian I
Russian II
Russian III
Russian IV

Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V
Spanish VI

Spanish for Native Speakers of Spanish

List of Classical Language Courses

Introduction to Latin

Latin I
Latin II
Latin III
Latin IV

Description of Courses, Grades 7, 8

Orientation to Language and Culture — Grades 7, 8
1901 no credit

This language-culture experience in any of the foreign languages normally offered at the junior high school level is intended for students who do not elect to enroll in Level I study of French, Spanish, or German, Grades 7 and 8. Emphasis is on the aural-oral practice of simple vocabulary and expressions in everyday social situations. Reading and writing, limited to the language patterns learned orally, reinforce the aural-oral language development. Students learn about a country and its people through a variety of audiovisual materials (films, maps, slides, radio, television, recordings) and practical experiences (visits to museums and restaurants, singing, and dancing).

Upon completion of the course, the student should be able to:

- understand vocabulary (single lexical items or expressions) in reference to greetings, weather, time, family relationships, colors, articles of clothing, food, numbers
- speak with reasonably good intonation and pronunciation the forms (vocabulary and expressions) which they understand
- demonstrate through written and oral reports and a variety of projects an understanding of the significant geographical aspects of the country and the daily life of the people as expressed in sports, recreation, clothing, eating habits, use of names and titles, manners
- recognize the distinctive features of the school system(s) of the culture — attendance requirements and habits; length of school day, week, year, vacations; subjects studied and their relative importance; types of schools (vocational, etc.); testing and grading practices; relationships of teachers to students; differences (if any) in treatment of boys and girls
- appreciate the role of religion as it affects the culture, mainly in holiday observances; e.g., Christmas, Mardi Gras
- understand the type of government under which the country operates (democracy, dictatorship)
- recognize through photographs several important landmarks of the culture's institutional life (a famous university, church, mosque, temple, palace, capitol building)
- describe the outstanding ceremonial customs of this culture — birthday observances, weddings, funerals, national civil holidays
- identify in stories, poems, legends, songs, and films the contributions of five or six famous people in the history of the arts, science, government, sports
- recognize and/or sing with a group several folk or popular songs of the culture
- identify several famous paintings and or sculptures and understand the intent of the artist in each case

Description of Courses, Grades 9, 10, 11, 12

Orientation to Language and Culture — Grades 9, 10, 11, 12
1902 1 semester ½ credit

This language-culture experience is a non-sequential course for all interested students. Provision will be made for aural-oral practice of common expressions used in daily living situations and of vocabulary and phrases needed by visitors to the country in which the language being studied is spoken. Other activities (in English) are designed to acquaint students with outstanding personalities, institutions, historical events, and geographical aspects of those countries as well as with their art, music, food, and tourist attractions. This course cannot serve as a prerequisite within the sequential foreign language course offerings.

Because of the flexible nature of this course in terms of content and purpose, teachers may select from objectives listed below, those to be attained:

Upon completion of the course, the student should be able to:

- understand and use orally, with reasonably correct pronunciation, vocabulary and expressions from the language under study, which refer to greetings, weather, time, family relationships, colors, articles of clothing, food, numbers
- understand and use orally, with reasonably correct pronunciation and intonation, common expressions and vocabulary from the language under study, which are necessary for travel in the countries where the language is spoken
- demonstrate through written and oral reports, a variety of projects, and/or responses to teacher-prepared quizzes a knowledge of such distinctive features of the countries being studied as:
  - daily life of the people in certain areas; e.g., cities, villages, and rural areas as expressed in sports, recreation, clothing, eating habits, use of names and titles, etiquette
  - governmental, educational, and religious institutions
  - holiday and ceremonial observances
  - important landmarks
  - names of famous personalities, both past and present, in the arts, sciences, government, and other selected spheres
  - music, arts, dance

Level I Modern Foreign Languages

Grades 7, 8	1 or 2 years — junior high school	no credit
Grades 9, 10, 11, 12	1 year — senior high school	1 credit

Title and course code alone are given for year-long courses at Level I. Descriptions and course objectives are given for the separate semesters which make up each year of work.

1921	Chinese I
1601	French I
1911	German I
1931	Hebrew I
1906	Italian I
1941	Japanese I
1951	Russian I
1701	Spanish I

Level I A Modern Foreign Languages

Grades 7, 8	1 semester or 1 year — junior high school	no credit
Grades 9, 10, 11, 12	1 semester — senior high school	½ credit

1871	Chinese I A
1611	French I A
1961	German I A
1891	Hebrew I A
1981	Italian I A
1831	Japanese I A
1851	Russian I A
1711	Spanish I A

Students learn orally and in written form those expressions and structures necessary for communicating in simple everyday social situations. They experience these structures in the context of a dialogue, conversation, or short paragraph. Through questions and answers, they learn to understand and apply these expressions, with some variations, to practical situations. Grammatical patterns are mastered as a means to understanding and producing meaningful and correct utterances in both oral and written form.

Students are introduced to the culture of the people whose language they are studying, through special units or projects featuring aspects of the culture which hold particular appeal and meaning for them; through occasional field trips and use of media (films, filmstrips, radio, television); and by inviting representatives of the culture under study to talk with students.

Upon completion of Level I A, the student should be able to:

- understand, when spoken in standard careful speech at normal speed,
  - certain expressions used frequently in simple social interchange such as greetings, weather, time, family relationships, days, months, seasons, and colors
  - routine classroom directions
  - recombinations of familiar materials, after several hearings
- speak correctly and with good rhythm, intonation, and pronunciation,
  - some phonemes native to the language under study
  - all structures and dialogue sentences studied for mastery at Level I A
  - the alphabet
  - numbers 1 through 1,000
  - correct answers in the affirmative to simple questions used frequently in simple social interchange
  - brief oral summaries of material read
- read aloud, with correct sound-letter correspondence and proper intonation,
  - basic dialogues, conversation, and simple paragraphs presented in the Level I A text
  - questions and answers based on dialogues, conversations, and simple paragraphs
- read silently with understanding
  - basic dialogues, conversation, and simple paragraphs presented in the Level I A text
  - questions and answers based on dialogues, conversations, and simple paragraphs
- demonstrate writing ability by
  - correctly copying selected material learned orally
  - correctly spelling common words and simple expressions when dictated from basic text
  - writing answers to selected questions based on dialogues, conversations, and paragraphs read
  - writing simple reports of four or five sentences, based on material previously read
- demonstrate awareness of highlights and significant aspects of the culture being studied, as found in the customs, geography, art, and music of that culture

Level I B Modern Foreign Languages

Prerequisite: Attainment of objectives of Level I A

Grades 7, 8	1 semester or 1 year — junior high school	no credit
Grade 9	1 year — senior high school	1 credit
Grades 9, 10, 11, 12	1 semester — senior high school	½ credit

1872	Chinese I B
1621	French I B
1971	German I B
1892	Hebrew I B
1982	Italian I B
1832	Japanese I B
1852	Russian I B
1721	Spanish I B

There is continued development of all four language skills — aural comprehension, speaking, reading, and writing. New grammatical and lexical items are taught. Cultural units in the basic texts are integrated with language study and practice.

Upon completion of Level I B, the student should be able to:

. understand, when spoken in standard careful speech at normal speed,
  - certain expressions used frequently in simple social interchange, such as clothing, sports, parts of body, foods, careers, entertainment
  - recombinations of familiar materials, after several hearings
  - a limited number of common language structures including negative and interrogative words; prepositions; selected verbs when used in the present tense, including the imperative; possessive adjectives; masculine, feminine, and neuter forms
. speak correctly, and with good rhythm, intonation, and pronunciation,
  - most phonemes native to the language under study
  - all structures and dialogue sentences studied for mastery at Levels A and B
  - complex numbers found in addresses and dates
  - correct answers in the negative to simple questions used frequently in simple social interchange
  - brief oral summaries of material read
. read aloud, with correct sound-letter correspondence and proper intonation,
  - all vocabulary and language structures which have previously been mastered orally
  - basic dialogues, conversations, and simple paragraphs presented in the Level I text
  - questions and answers based on dialogues, conversations, and simple paragraphs
. read silently with understanding
  - all vocabulary and language structures which have previously been mastered orally
  - basic dialogues, conversations, and simple paragraphs presented in the Level I text
  - questions and answers based on dialogues, conversations, and simple paragraphs
. demonstrate writing ability by
  - correctly copying selected material learned orally
  - correctly spelling common words and simple expressions when dictated from the basic text
  - writing answers to selected questions based on dialogues, conversations, and paragraphs read
  - writing simple reports using vocabulary and language structures previously studied
. demonstrate knowledge of highlights and aspects of the culture being studied as found in the customs, geography, art, and music of that culture

Level II Modern Foreign Languages

Prerequisite: Attainment of the objectives of Level I or Level I B

Grades 7, 8	2 years — junior high school	no credit
Grades 9, 10, 11, 12	1 year — senior high school	1 credit

Title and course code alone are given for year-long courses at Level II. Descriptions and course objectives are given for the separate semesters which make up each year of work.

1922	Chinese II
1602	French II
1912	German II
1932	Hebrew II
1907	Italian II
1942	Japanese II
1952	Russian II
1702	Spanish II

Level II A Modern Foreign Languages

Prerequisite: Attainment of the objectives of Level I or Level I B

Grades 7, 8	1 year — junior high school	no credit
Grades 9, 10, 11, 12	1 semester — senior high school	½ credit

1873	Chinese II A
1612	French II A
1962	German II A
1893	Hebrew II A
1983	Italian II A
1833	Japanese II A
1853	Russian II A
1712	Spanish II A

Students learn increasingly complex expressions and language structures set in the context of dialogues, conversations, and short reading selections dealing with everyday social situations expanded beyond those learned at Level I A and I B. Additional emphasis is placed on the correct formulation of questions. More grammatical forms are introduced, including additional verb tenses. Students learn to write all language structures mastered orally and gain skill in phrasing questions correctly. They continue to produce brief written summaries based on material read.

Students continue to increase their knowledge of the culture being studied through special projects, field trips, use of media, and contacts with representatives of the culture.

Upon completion of Level II A, the student should be able to:

- understand, when spoken in standard careful speech at normal speed,
  - all expressions learned at Level I but in increasingly complex situations
  - most of the details of dialogues, conversations, and paragraphs in the basic text
  - direct objects of verbs
  - commonly used regular and irregular verbs in one past tense
- speak correctly and with good rhythm, intonation, and pronunciation,
  - all items learned at Levels I and II A
  - all reading material (with text open) which has been studied in written form, after several hearings
  - complete sentence answers to questions based on reading material presented at this level
  - questions, formulated by the student, based on materials read
  - summaries of five or six sentences based on material read
  - all grammatical structures formally studied at Level I and II A
- read aloud, with correct sound-letter correspondence and proper intonation,
  - all material which is a recombination of already known lexical and structural items
  - all materials in basic text, and questions and answers based on text material read
- read silently with understanding
  - all material which is a recombination of already known lexical and structural items
  - all materials in basic text, and questions and answers based on text material read
- use correct spelling, usage, idioms, and structure, in
  - writing from dictation simple paragraphs based on previously studied material or related new material
  - using correctly, in written form, all grammatical structures formally studied at Levels I and II A
  - using vocabulary and structures previously studied, in writing original sentences
- demonstrate, through projects, reports, and other activities, a knowledge of the people native to the culture(s) being studied

Level II B Modern Foreign Languages

Prerequisite: Attainment of the objectives of Level II A

Grades 7, 8	1 year — junior high school	no credit
Grade 9	1 year — senior high school	1 credit
Grades 9, 10, 11, 12	1 semester — senior high school	½ credit

1874	Chinese II B
1622	French II B
1972	German II B
1894	Hebrew II B
1984	Italian II B
1823	Japanese II B
1854	Russian II B
1722	Spanish II B

Daily living situations serve to continue the application of previously learned language structures and further vocabulary development. More complex structures are also presented. Through varied classroom activities, students have the opportunity to practice all four language skills. Cultural aspects of the language being studied are integrated into the students' language experiences through oral and written presentations.

Upon completion of Level II B, the student should be able to:

. understand, when spoken in standard careful speech at normal speed,
  - all expressions learned at Level I and II A but in increasingly complex situations
  - most of the details of dialogues, conversations, and paragraphs in the basic text
  - indirect objects of verbs
  - commonly used regular and irregular verbs in imperfect and future tenses
. speak correctly and with good rhythm, intonation, and pronunciation,
  - all items learned at Levels I and II
  - all reading material (with text open) which has been studied in written form, after several hearings
  - complete sentence answers to questions based on reading material presented at this level
  - questions, formulated by the student, based on material read
  - summaries of five or six sentences based on material read
  - all grammatical structures formally studied at Levels I and II
. read aloud, with correct sound-letter correspondence and proper intonation,
  - recombinations of already familiar material
  - all materials in basic text, narratives and letters of moderate difficulty, and questions and answers based on text material read
. read silently with understanding
  - recombinations of already familiar material
  - all materials in basic text, narratives and letters of moderate difficulty, and questions and answers based on text material read

  use correct spelling, usage, idioms, and structure, in
  - writing from dictation simple paragraphs based on previously studied material or related new material
  - using correctly, in written form, all grammatical structures formally studied at Levels I and II
  - using vocabulary and structures previously studied
  - writing original sentences
  - rewriting paragraphs in a different person or tense
  - summarizing paragraphs in one's own words
. demonstrate, through projects, reports, and other activities, a knowledge of the distinctive characteristics of the social organization of the culture(s) being studied

Level III Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level II or Level II B
Grades 9, 10, 11, 12 — 1 year — junior/senior high school — 1 credit

Level III work is covered first by lists of the year-long and semester courses, then by a description and objectives for Level III work as a whole.

1923 Chinese III
1603 French III
1913 German III
1933 Hebrew III
1903 Italian III
1943 Japanese III
1953 Russian III
1703 Spanish III

Level III A Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level II or Level II B
Grades 9, 10, 11, 12 — 1 semester — junior/senior high school — ½ credit

1875 Chinese III A
1613 French III A
1963 German III A
1895 Hebrew III A
1985 Italian III A
1835 Japanese III A
1855 Russian III A
1713 Spanish III A

Level III B Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level III A
Grades 9, 10, 11, 12 — 1 semester — junior/senior high school — ½ credit

1876 Chinese III B
1623 French III B
1973 German III B
1896 Hebrew III B
1986 Italian III B
1836 Japanese III B
1856 Russian III B
1723 Spanish III B

At Level III, students continue their development of oral skills through a carefully sequenced program of listening and speech practice. Increased emphasis is placed on the reading and writing skills. Students learn to apply the reading technique of "sensible guessing," i.e., arriving at comprehension of new words and expressions through the context of the already familiar words in the material being read. Under the teacher's careful direction, stories, poems, and plays of appropriate difficulty are read and discussed. Students develop summaries, paragraphs, and brief compositions with the help of guide questions, previous oral discussion, or pictures. Students learn to use correctly in context all common grammatical structures formally studied.

Through special projects, field trips, use of media, and contacts with representatives of the culture being studied, students continue to increase their knowledge of the culture.

Upon completion of Level III, the student should be able to:

. understand, when spoken in standard speech at normal speed,
  - in detail, more complex dialogues and paragraphs based upon subjects used for listening comprehension at Levels I, II, and III
  - through "sensible guessing," material which is not completely familiar
  - complex prepositional forms
  - commonly used regular and irregular verbs in conditional and subjunctive forms
. speak correctly and with good rhythm, intonation, and pronunciation,
  - immediate repetition of all model sentences, and lines of poems and songs designed to perfect speech habits
  - responses in complete sentences to questions based on reading material
  - oral readings of all material studied in written form
  - oral summaries (without text) based on material read
  - simple conversations on familiar subjects
  - all grammatical structures studied for mastery at Levels I, II, and III
. read aloud, with correct sound-letter correspondence and proper intonation,
  - selected poems, stories, and plays
  - material which is not completely familiar by employing "sensible guessing" technique
. read silently with understanding
  - selected poems, stories, and plays
  - material which is not completely familiar by employing "sensible guessing" technique
. use correct spelling, idioms, and structure, in
  - writing all grammatical structures studied formally
  - writing summaries of material read
  - writing "directed" compositions in which specific theme and chain of events are outlined by the teacher
  - writing brief paragraphs
. demonstrate, through projects, reports, and other activities, a more detailed knowledge of those aspects of the culture(s) studied in Levels I and II

Level IV Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level III or Level III B
Grades 10, 11, 12 — 1 year — 1 credit

Level IV work is covered first by lists of the year-long and semester courses, then by a description and objectives for Level IV work as a whole.

1924 Chinese IV
1604 French IV
1914 German IV
1934 Hebrew IV
1904 Italian IV
1944 Japanese IV
1954 Russian IV
1704 Spanish IV

Level IV A Modern Foreign Languages
Prerequisite: Attainment of objectives of Level III or Level III B
Grades 10, 11, 12 — 1 semester — ½ credit

1877	Chinese IV A	1987	Italian IV A
1614	French IV A	1837	Japanese IV A
1964	German IV A	1857	Russian IV A
1897	Hebrew IV A	1714	Spanish IV A

Level IV B Modern Foreign Language
Prerequisite: Attainment of objectives of Level IV A
Grades 10, 11, 12 — 1 semester — ½ credit

1878	Chinese IV B	1988	Italian IV B
1624	French IV B	1838	Japanese IV B
1974	German IV B	1858	Russian IV B
1898	Hebrew IV B	1724	Spanish IV B

At Level IV, oral work continues to be developed through student participation in discussion and student preparation and delivery of summaries. Students read more extensively than at earlier levels, some of this reading being independent of teacher aid. Students write compositions based on material read and discussed. Most of the content of oral and written material at this level is based on contemporary aspects of the culture as found in novels, plays, and simple sociological writings.

Upon completion of Level IV, the student should be able to:

. understand, when spoken in standard speech at normal speed,
  - conversations relating to most everyday life situations
  - conversations or oral presentations relating to the culture(s) being studied
  - lectures on subjects within the student's vocabulary and structure range
  - most commonly used grammatical forms including all tenses except literary tenses
. speak correctly and with good rhythm, intonation, and pronunciation,
  - complex prepositional forms
  - spontaneous responses in complete sentences based on material read
  - oral summaries
  - spontaneous discussion on subjects related to the student's life and experiences or based on topics read
  - recitation of selected poems
. read, with some teacher guidance or, when appropriate, independent of teacher or textual aids,
  - selected stories, poems, novels, and plays (or excerpts thereof), particularly of contemporary writers
  - newspaper and magazine articles of moderate difficulty
. use correct spelling, idioms, and structure, in
  - taking notes from oral discussions and lectures
  - developing summaries and paragraph essays based on material read or on class discussions
  - writing personal letters on subjects within the student's lexical and structure range
. discuss in a general way aspects of the contemporary culture(s) being studied; e.g., schools, government, industry, rural life, city life, and sports

Level V Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level IV or Level IV B

Grades 11, 12 | 1 year | 1 credit

Level V work is covered first by lists of the year-long and semester courses, then by a description and objectives for Level V work as a whole.

1605 French V
1915 German V
1705 Spanish V

Level V A Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level IV or Level IV B
Grades 11, 12 | 1 semester | ½ credit

1615 French V A
1965 German V A
1715 Spanish V A

Level V B Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level V A
Grades 11, 12 | 1 semester | ½ credit

1625 French V B
1975 German V B
1725 Spanish V B

Students participate in small groups for discussion of both spontaneous and prepared topics. Reading is in unadapted and unglossed literary texts. Simple essays and reports on materials read are the basis for further practice and development of the writing skill. There is also provision for writing personal letters. Through readings, some field trips, and occasionally the visit to class of a native speaker, attention is given to the contemporary culture of the language being studied.

Upon completion of Level V, the student should be able to:

- understand the conversations of native speakers on subjects within the student's range of experience
- speak with correct rhythm, intonation, and pronunciation,
  - in a small group discussion of topics, with some general advance preparation
  - in formulating a spontaneous, simple, and fairly well expressed opinion without advance preparation
  - in circumlocuting to express himself/herself when the student does not know the exact phrase
- read, with teacher guidance and occasional dictionary help,
  - moderately difficult unadapted and unglossed literary texts (in the standard language)
  - social correspondence and nontechnical business letters
  - moderately difficult directives and explanations in manuals and on labels
- write, using correct spelling, idioms, and language structures,
  - simple reports on material read or heard outside of class
  - simple essays
- become informed in detail about specific aspects of the culture being studied, through readings in such fields as literature, social sciences, fine arts

Level VI Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level V or Level V B

Grade 12 | 1 year | 1 credit

Level VI work is covered first by lists of the year-long and semester courses, then by a description and objectives for Level VI work as a whole.

1606 French VI
1916 German VI
1706 Spanish VI

Level VI A Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level V or Level V B
Grade 12 | 1 semester | ½ credit

1616 French VI A
1966 German VI A
1716 Spanish VI A

Level VI B Modern Foreign Languages
Prerequisite: Attainment of the objectives of Level VI A
Grade 12 | 1 semester | ½ credit

1626 French VI B
1976 German VI B
1726 Spanish VI B

Reading continues in unglossed literary texts (drama, poetry, novels, essays), in periodicals and newspapers, and in texts of moderate difficulty in areas such as the social sciences and fine arts. Written reports and essays are based on materials read, topics discussed in class, and student experiences such as travel and attendance at films, concerts, and the theatre. Films and radio and TV broadcasts in the foreign language, when available, serve to increase language comprehension and to provide topics for classroom discussion. Current events heard, seen, and read in the media as well as topics of personal interest to the students are discussed and informally debated in class. In the development of all four language skills, attention is given to the culture of the people whose language is being studied.

Upon completion of Level VI, the student should be able to:

- understand films, plays, and radio and TV broadcasts, when available, on subjects to which the student has had previous exposure through reading or classroom discussion
- speak with correct rhythm, intonation, and pronunciation,
  - in a discussion, without advance preparation of material read
  - in formulating a spontaneous, fairly well-expressed opinion
  - in discussing current events, on the basis of radio/TV broadcasts heard and newspaper and magazine articles read
- read, almost exclusively without teacher guidance but with occasional dictionary help,
  - moderately difficult unadapted and unglossed literary texts (in the standard language)
  - magazine and newspaper articles of a non-technical, non-specialized nature
  - moderately difficult history, civics, geography, sociology, and fine arts texts
  - articles and texts dealing with literary criticism
  - a variety of poems representative of different literary eras

- write, using correct spelling, idioms, and language structures,
  - reports on material read or heard outside of class
  - essays of several pages' length dealing with an author's purpose and philosophical outlook
- become informed in detail about specific aspects of the culture being studied, through reading in such fields as literature, the social sciences, the fine arts; and attending films and plays

Spanish for Native Speakers of Spanish
1710

Grades 7, 8	1 year	no credit
Grades 9, 10, 11, 12	1 year	1 credit

This course is designed for native speakers of Spanish who wish to upgrade their Spanish skills, particularly in reading and writing. Each student's program will be determined on the basis of his/her background and ability in Spanish. Appropriate instructional objectives will be selected for each student from any of those required for Spanish II, III, IV, V, and VI courses for non-native speakers. A student may continue in this course for as many years as desired, provided the instructor and foreign language resource teacher verify that the program is meeting the student's needs.

Non-native speakers of Spanish who are proficient in Spanish by reason of residence in a Spanish-speaking environment may also be admitted to this course.

Description of Courses: Classical Language (Latin)

Introduction to Latin — Grades 7, 8 no credit
1807

This course is intended for 7th or 8th grade students interested in an introduction to the Latin language and to Roman history and culture.

The purposes of the course are to:
- expand the student's verbal functioning in the English language
- extend the student's cultural horizons
- improve the student's self-concept by offering an opportunity to study a subject with which he/she might not otherwise identify
- develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages
- enable students to understand and speak simple Latin, and later to read and write it

Upon completion of the course, the student should be able to:

- identify common Latin roots and affixes used in English
- read and understand familiar Latin quotations and mottoes
- read and understand selected simple Latin stories and speeches
- sing selected Latin songs
- know selected classical Roman myths and mythological characters
- identify certain specific classical influences in post-Renaissance art, architecture, and literature, and in modern government, law, science, and medicine
- identify certain outstanding differences between a classical and a modern civilization
- understand and recite orally some simple dialogues in Latin dealing with Roman and American life and customs

Latin I
1801

Grade 8	1 year	no credit
Grades 9, 10, 11	1 year	1 credit

Latin I A
1811

Grade 8	1 semester	no credit
Grades 9, 10, 11	1 semester	½ credit

Brief and simple narratives on Roman history and mythology serve for reading, analysis, and study of language structures and for the development of correct Latin pronunciation. A variety of exercises provides for additional oral and written practice. Student readings in English and class discussions focus on varied aspects of the culture in the classical period (400 B.C.-100 A.D.).

Upon completion of Latin I A, the student should be able to:

- understand familiar simple Latin when spoken or read by a competent speaker
- distinguish by ear the various consonant, vowel, and diphthong sounds used in Latin
- distinguish by ear between single and double consonants and between long and short vowels
- read aloud the Latin appropriate to the student's level of study, pronouncing properly, accenting correctly, and grouping words intelligently
- distinguish orally between long and short vowels
- accent properly any Latin word, given the long vowels in the penult
- read with comprehension and appreciation the narratives and exercises in Latin presented in the textbook or supplementary materials used by the teacher
- recognize, identify, and interpret
  - adjectives of the I, II, and III declensions
  - regular verbs of the first and second conjugations in the indicative mood, both active and passive voice; and in the imperative
- manipulate the following syntactical forms and grammatical concepts
  - types of sentences, nouns in all cases, agreement of adjectives
- correctly spell Latin words and phrases specifically studied for active use at this level
- write from dictation simple sentences, phrases, or words based on pertinent material
- manipulate in written form structures pertinent to the student's level of study
- demonstrate awareness of some aspects of the culture of the classical period (400 B.C.-100 A.D.) in Greek and Latin history; e.g., daily life, military organization, art and architecture

Latin I B
Prerequisite: Attainment of the objectives of Latin I A
1821

Grade 8	1 semester	no credit
Grades 9, 10, 11	1 semester	½ credit

Students continue with the same type of material as in the first semester of Latin. Additional structures of Latin are observed in context, analyzed, and practiced through a variety of written exercises. Some collateral reading in English focuses on Roman civilization.

Upon completion of Latin I B, the student should be able to:

- understand familiar simple Latin when spoken or read by a competent speaker
- read aloud the Latin appropriate to the student's level of study, pronouncing properly, accenting correctly, and grouping words intelligently

- read with comprehension and appreciation the narratives and exercises in Latin presented in the textbook or supplementary materials used by the teacher
- recognize, identify, and interpret
  - all cases of the five regular declensions of nouns; specified irregular nouns; proper names; and other specified nouns
  - all cases of specified personal, reflexive, demonstrative, intensive, identifying, relative, interrogative, and indefinite pronouns
  - specified irregular, interrogative, and indefinite adjectives; comparison of adjectives
  - cardinal numbers from 1 through 20, 100, and 1000; ordinal numbers from 1st through 20th, 100th, 1000th
  - formation of adverbs from adjectives; comparison of regular and irregular adverbs
  - regular verbs of the third and fourth conjugations in the indicative mood; both active and passive voice; the imperative, infinitive, and participle forms; specified irregular, defective, and deponent verbs
- manipulate use of pronouns and verbs
- correctly spell Latin words and phrases specifically studied for active use at this level
- write from dictation simple sentences, phrases, or words based on pertinent material
- write, in Latin, questions (based on material read) which point up structural analysis
- write, in Latin, answers to questions based on the material read
- manipulate, in written form, structures pertinent to the student's level of study
- demonstrate knowledge of some aspects of the culture of the classical period (400 B.C.-100 A.D.) in Greek and Latin history; e.g., daily life, military organization, and art and architecture through projects, reports, and other activities

Latin II
Prerequisite: Attainment of the objectives of Latin I or Latin I B
1802
Grades 10, 11, 12 — 1 year — 1 credit

Latin II A
Prerequisite: Attainment of the objectives of Latin I or Latin I B
1812
Grades 10, 11, 12 — 1 semester — ½ credit

Students review the grammatical structures of Latin I. Additional constructions are analyzed in readings, and exercises provide for oral and written language practice. Students discuss and write on aspects of the government and politics pertaining to the era of Caesar's Rome.

Upon completion of Latin II A, the student should be able to:

- perform the listening and speaking skills specified for Latin I in more complex situations and with greater ease and freedom
- recognize, identify, and interpret
  - nouns in specified forms of all cases
  - verbs in the subjunctive mood, specified dependent and independent uses
- perform the reading and writing skills specified for Latin I, using the materials and content of Level II A
- demonstrate knowledge of the government and politics of ancient Rome as they pertained to Caesar's career, through reports, projects, and other activities

Latin II B
Prerequisite: Attainment of the objectives of Latin II A
1822
Grades 10, 11, 12 | 1 year | 1 credit

Students continue to observe, analyze, and discuss the Latin language structures as they apply in their readings from Caesar and extracts from selected authors representing various types of writings from different centuries. Through supplementary reading and projects, students increase their knowledge and understanding of Roman civilization with special attention to the history of Caesar's Rome.

Upon completion of Latin II B, the student should be able to:

- perform the listening and speaking skills specified for Latin I and II in more complex situations and with greater ease and freedom
- recognize, identify, and interpret
  - nouns in specified forms of all cases
  - gerunds, gerundives, and the sequence of tenses
- perform the reading and writing skills specified for Latin I, using the materials and content of Level II
- demonstrate knowledge of the government and politics of ancient Rome as they pertained to Caesar's career , through reports, projects, and other activities

Latin III
Prerequisite: Attainment of the objectives of Latin II or Latin II B
1803
Grades 11, 12 | 1 year | 1 credit

Latin III A
Prerequisite: Attainment of the objectives of Latin II or Latin II B
1813
Grades 11, 12 | 1 semester | ½ credit

Latin III B
Prerequisite: Attainment of the objectives of Latin III A
1823
Grades 11, 12 | 1 semester | ½ credit

Reading in Cicero and Vergil is offered in alternate years. Therefore, students in Latin III and Latin IV read and analyze as examples of classical literature the prose and poetry of these outstanding authors; their precise thinking and writing; the exact word to express the thought; the rhythm and imagery; and the power to produce desired effects upon the listener or reader.

The grammatical concepts are taught as they occur, never in isolation. Some of them are taught as recognition items; others, first for passive control, but as they recur, for active control. Above all, no grammar is taught as an end in itself but rather as it contributes to literary appreciation.

Previous experiences in listening and speaking skills are continued as they serve to reinforce the further development of the reading-writing skills. It is not intended that listening to and speaking Latin contribute to an overall skill of communication.

Discussion and reports of the government and politics of ancient Rome are in more depth and detail than at previous levels of Latin study.

Upon completion of Latin III, the student should be able to:

- appreciate in the oral rendition the elements of style and rhythm of Latin prose and poetry
- read literary selections aloud to convey the elements of rhythm and style to listeners
- perform the reading and writing skills specified for Latin II, using materials and content appropriate to Level III
- understand and appreciate versification and grammar peculiar to poetry, and the stylistic devices which contribute to literary appreciation
- demonstrate knowledge of the government and politics of ancient Rome in more depth and detail than at Level II, through projects, reports, and other activities

Latin IV
Prerequisite: Attainment of the objectives of Latin III or Latin III B
1804
Grade 12 — 1 year — 1 credit

Latin IV A
Prerequisite: Attainment of the objectives of Latin III or Latin III B
1814
Grade 12 — 1 semester — ½ credit

Latin IV B
Prerequisite: Attainment of the objectives of Latin IV A
1824
Grade 12 — 1 semester — ½ credit

Reading in Cicero and Vergil is offered in alternate years. Therefore, students in Latin III and Latin IV read and analyze as examples of classical literature the prose and poetry of these outstanding authors; their precise thinking and writing; the exact word to express the thought; the rhythm and imagery; and the power to produce desired effects upon the listener or reader.

The grammatical concepts are taught as they occur, never in isolation. Some of them are taught as recognition items; others, first for passive control, but as they recur, for active control. Above all, no grammar is taught as an end in itself but rather as it contributes to literary appreciation.

Previous experiences in listening and speaking skills are continued as they serve to reinforce the further development of the reading-writing skills. It is not intended that listening to and speaking Latin contribute to an overall skill of communication.

Upon completion of Latin IV, the student should be able to:

- appreciate the oral rendition of the elements of style and rhythm of Latin prose and poetry
- read literary selections aloud to convey the elements of rhythm and style to listeners
- perform the reading and writing skills specified for Latin II, using materials and content appropriate to Levels IV
- understand and appreciate versification and grammar peculiar to poetry, and the stylistic devices which contribute to literary appreciation
- demonstrate knowledge of the court of Augustus, particularly of the literary figures Ovid, Vergil, and Horace, through projects, reports, and other activities